

経済学部A方式Ⅱ日程・社会学部A方式Ⅱ日程
スポーツ健康学部A方式

1 限 英 語 (90 分)

〈注意事項〉

1. 試験開始の合図があるまで、問題冊子を開かないこと。
2. 解答はすべて解答用紙に記入しなさい。
3. マークシート解答方法については以下の注意事項を読みなさい。

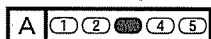
マークシート解答方法についての注意

マークシート解答では、鉛筆でマークしたものを機械が直接読みとって採点する。したがって解答はHBの黒鉛筆でマークすること(万年筆、ボールペン、シャープペンシルなどを使用しないこと)。

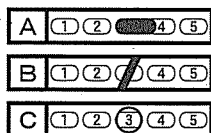
記入上の注意

1. 記入例 解答を3にマークする場合。

(1) 正しいマークの例



(2) 悪いマークの例



枠外にはみださないこと。

○でかこまないこと。

2. 解答を訂正する場合は、消しゴムでよく消してから、あらためてマークすること。
3. 解答用紙をよごしたり、折りまげたりしないこと。
4. 問題に指定された数よりも多くマークしないこと。

4. 問題冊子のページを切り離さないこと。

[I] つぎの問1～問15の各文の空欄に入る最も適切なものを, a～dからそれぞれ一つ選び, その記号を解答欄にマークしなさい。

問1 The reason why Jack is late is () he is stuck in traffic.

a. that b. after c. so d. though

問2 These days a greater () of people are eating healthily.

a. figure b. volume c. amount d. number

問3 It takes five minutes to feel the () of the medicine.

a. infection b. affection c. effect d. affect

問4 The country's most famous artist () working on a project for the past 10 years.

a. has been b. will be
c. would be d. having been

問5 You may not park here. This space is () for residents.

a. revised b. reserved c. received d. resigned

問6 I am very () because all my friends are away on vacation.

a. boring b. boredom c. bored d. bore

問7 The show was so funny that I () with laughter.

a. blinked b. cried c. frowned d. smiled

問8 The salesman sold the car to another customer when Andrew could not come () with the money.

a. under b. to c. up d. for

問9 The manager has cancelled a () trip to deal with an urgent matter at his factory.

- a. timed b. dealt c. pleased d. scheduled

問10 I have to send a parcel and buy more stamps. I will kill two () with one stone by doing them both in one trip to the post office.

- a. sheep b. frogs c. birds d. fish

問11 The historic meeting between the presidents set the () for a new era of friendship between the two countries.

- a. stage b. table c. clock d. day

問12 A : Did you enjoy the movie?

B : Yes. I found it ().

- a. fascination b. fascinating c. fascinates d. fascinated

問13 A : Did you remember to bring a pen?

B : No, I forgot. May I () one from you?

- a. borrow b. lend c. give d. donate

問14 A : Do you have any extra tickets?

B : Yes. () people came than I expected.

- a. Most b. Much c. Fewer d. Fewest

問15 A : Do you have time to meet tomorrow?

B : Unfortunately I am very busy tomorrow. I do not have even a () to spare.

- a. chance b. space c. plan d. moment

[II] つぎの英文を読んで、〈1〉～〈30〉に入る最も適切なものを、a～dからそれぞれ一つ選び、その記号を解答欄にマークしなさい。

Apartment Pets in the U.S.

〈例〉 In U.S. cities

Ⓐ. like
Ⓑ. with
Ⓒ. such
Ⓓ. both

 New York City and Los Angeles, many people

live in small apartments.

〈1〉	a. As
	b. Instead
	c. Despite
	d. Nevertheless

 not having homes with big

yards, some people with apartments still

〈2〉	a. look
	b. wish
	c. reach
	d. seek

 the companionship

that animals like dogs and cats

〈3〉	a. offer.
	b. have.
	c. run.
	d. pet.

 Some people

〈4〉	a. mind
	b. feel
	c. inspire
	d. wonder

that having a pet, even in a small space, is good for teaching children

〈5〉

a. respondent.
b. responding.
c. responsibility.
d. response.

〈6〉

a. Therefore,
b. Consequently,
c. Otherwise,
d. However,

 many landlords forbid tenants

〈7〉	a. with
	b. from
	c. of
	d. by

 having

pets, specifically cats and dogs, because of the

〈8〉	a. training
	b. food
	c. damage
	d. protection

 the animals

can do to carpets. Many landlords

〈9〉	a. charge
	b. chain
	c. change
	d. check

 an extra fee,

<10> a. know
b. knew
c. known
d. knowing as a pet deposit, to tenants

<11> a. who
b. ones
c. they
d. which want to keep pets.

<12> a. look
b. pay
c. buy
d. maintain This is to for repairs or cleaning due to problems

<13> a. occurred
b. taken
c. placed
d. caused by the pet.

<14> a. cases
b. times
c. families
d. ways Many apartment residents will choose animals, like

<15> a. dogs
b. birds
c. fish
d. cats or hamsters, that won't make any noise or mess or

<16> a. put away
b. take down
c. break in
d. chew up the furniture.

<17> a. Those
b. Seldom
c. Other
d. Most people keep lizards as pets,

<18> a. ask
b. require
c. spend
d. make since they don't much space and can be kept in small cages

<19> a. benefit
b. factor
c. result
d. disadvantage or tanks. Another of these smaller pets is that they

<20> a. fed.
b. walked.
c. cared.
d. spoken. don't need to be However, some people who live in

apartments have pets that are not so

<21>	a. unusual, b. small, c. ordinary, d. quiet,
------	---

 like miniature pigs

and spiders, which are permitted by law in all states.

<22>

a. Neither b. So c. Not d. But

 all exotic pets are legal,

<23>	a. too. b. though. c. perhaps. d. instead.
------	---

 In

<24>

a. answer b. attempt c. addition d. order
--

 to maintain public

<25>	a. money, b. opinions, c. safety, d. employees,
------	--

 some cities and states

have laws

<26>	a. ban b. bans c. banned d. banning
------	--

 specific animals as pets. New York City, for

example,

<27>	a. makes b. prevents c. endures d. allows
------	--

 people from keeping poisonous snakes and

scorpions as pets. Such laws

<28>	a. exist b. work c. support d. deserve
------	---

 for a good

<29>	a. place. b. time. c. reason. d. condition.
------	--

In 2003, a man in a Manhattan apartment was

<30>	a. doubted b. discovered c. attracted d. surprised
------	---

 to have a

huge tiger as a pet. Later he was arrested.

〔Ⅲ〕 つぎの英文を読んで下の問いに答えなさい。

The Harvard education professor Howard Gardner once advised Americans, “Learn from Finland, which has the most effective schools and which does just about the opposite of what we are doing in the United States.”

Following his recommendation, I sent my 7-year-old son to a primary school in Joensuu, Finland, for five months while I gave lectures at the University of Eastern Finland. My wife, my son and I experienced an extremely stress-free, and extremely good, school system. Finland has a history of producing the highest global test scores in the Western world, as well as a trophy case full of other recent No. 1 global rankings.

In Finland, children don't receive formal academic training until the age of 7. Until then, many are in day care and learn through play, songs, games and conversation. School hours are short and homework is generally light.

Unlike in the United States, where many schools are cutting recess, schoolchildren in Finland have a 15-minute (1) free-play break every hour of every day. Fresh air, nature and regular physical activity breaks are considered engines of learning. According to an old Finnish saying, “There is no bad weather. Only inadequate clothing.”

One evening, I asked my son what he did for gym that day. “They sent us into the woods with a map and compass and we had to find our way out,” he said.

Finland doesn't waste time or money on low-quality mass standardized testing*. Instead, children are assessed every day, through direct observation, consultation and quizzes by the highest-quality “personalized learning device” ever created — teachers.

In class, children are allowed to have fun, giggle and daydream. Finns

put into practice the cultural mottos: "Let children be children," "The work of a child is to play" and "(一) 1 2 best 3 4."

The emotional climate of the typical classroom is warm, safe, respectful and highly supportive. There are no fixed lessons and no army-like requirements to walk in straight lines or sit up straight. As one Chinese scholar in Finland marveled and said to me, "In Chinese schools, you feel like you're in the military. Here, you feel like you're part of a really (二) ."

In the United States, teachers are often put down by politicians, and thousands of them are part-timers with six or seven weeks of summer training. In Finland teachers are the most trusted (三) professionals, next to doctors, in part because they are required to have master's degrees in education with specialization in research and classroom practice.

"We have an ethical and moral responsibility to protect our children from politicians, bureaucrats and businesspeople," one Finnish childhood education professor told me. Educators are the ultimate authorities on education. (四)

Some might claim that the Finnish model would never work in America's poor neighborhood schools, which instead need strict training and discipline, severe standardized test preparation and computer-based testing.

But what if the opposite is true?

What if high-poverty students are the children most urgently in need of the benefits that rich American parents obtain for their children in private schools, things that Finland delivers on a national public scale?

Why should high-poverty students deserve anything less? (五)

One day in November, when the first snow came to my part of Finland, the field was filled with children enjoying the first taste of winter amid the pine trees. The noise of children laughing, shouting and singing was roaring.

“Do you hear that?” asked the recess monitor, a special education teacher.

“That,” she said proudly, “is the voice of happiness.”

*standardized testing 全国共通テスト

問1 下線部(ア) stress-free の意味に最も近いものをつぎの a～e から一つ選び、その記号を解答欄にマークしなさい。

- a. simple b. disturbing c. liberal
d. energetic e. relaxing

問2 空欄 (イ) に入る最も適切なものをつぎの a～e から一つ選び、その記号を解答欄にマークしなさい。

- a. classroom b. intellectual c. outdoor
d. solitary e. sitting

問3 下線部(ウ) children are assessed every day, through direct observation, consultation and quizzes を可能にしているのは何か。最も適切なものをつぎの a～e から一つ選び、その記号を解答欄にマークしなさい。

- a. monitoring cameras b. self-study assignments
c. special learning materials d. attentive teachers
e. standardized testing

問4 下線部(エ)が意味の通る文となるように ～ に以下の語を当てはめ、その記号を解答欄にマークしなさい。ただし、同じものを二度以上使わないこと。また、選択肢は語頭をすべて小文字にしてある。

- a. learn b. play c. through d. children

問5 空欄 に入る最も適切なものをつぎの a～e から一つ選び、その記号を解答欄にマークしなさい。

- a. brave armed force
- b. refreshing labor camp
- c. large corporation
- d. powerful union
- e. nice family

問6 空欄 に入る最も適切なものをつぎの a～e から一つ選び、その記号を解答欄にマークしなさい。

- a. and admired
- b. and fooled
- c. and criticized
- d. but disliked
- e. but popular

問7 下線部(キ) Educators are the ultimate authorities on education であることを示す具体例として、最も適切なものをつぎの a～e から一つ選び、その記号を解答欄にマークしなさい。

- a. Members of the national assembly debate the maternity leave act.
- b. Teachers are unrestricted in how they teach students in their classroom.
- c. High-tech companies pressure schools to use their latest digital equipment.
- d. College professors force teachers to accept their instructions.
- e. Teachers strictly obey the Ministry of Education's curriculum guidelines.

問 8 下線部(ク) Why should high-poverty students deserve anything less? と筆者が述べる背景として、本文と合わないものをつぎの a～e から一つ選び、その記号を解答欄にマークしなさい。

- a. Many rich American children in private schools are given similar benefits that are given to all Finnish children.
- b. The quality of education in American schools, both public and private, is lower than that of Finnish schools.
- c. In the United States, children are educated differently based on their parents' financial situation.
- d. Schools in disadvantaged areas in America generally provide their students with a standardized mass curriculum.
- e. Some people believe that American children from low-income families need harsh discipline rather than encouragement.

問 9 本文の内容に最も合うものをつぎの a～g から二つ選び、その記号を解答欄にマークしなさい。なお、二つの解答とも同じ解答欄にマークすること。

- a. Before visiting Finland, the writer doubted the statement made by Harvard professor Howard Gardner on education.
- b. In Finland most 6-year-old children officially start math programs in addition to such activities as playing and singing.
- c. Finnish schools emphasize their country's tradition of enjoying activities in any weather.
- d. In his gym class, the writer's son could not find his way out of the woods and ended up getting lost in the snow.
- e. The writer thinks that teachers are less respected in the U.S. even though they are as well educated as Finnish teachers.
- f. The writer suggests that America should adopt the Finnish educational model in high-income areas.
- g. On the first snowy day in November, the writer witnessed that Finnish children have a highly satisfying school life.

[IV] つぎの英文を読んで、問1～問10の答えとして最も適切なものをa～dからそれぞれ一つ選び、その記号を解答欄にマークしなさい。

Imagine if you were free to choose to work whenever and wherever you wanted to. Would you work less and enjoy your free time? Or would you end up constantly working?

Many do not have to imagine what this freedom is like. Roughly a third of all employed workers in the UK have flexibility over their working hours and about a fifth of people work from home on occasion. Across the EU, about 17% of all employed workers have access to *flexitime*, which means their work start and finish times are flexible. Another 5% have full autonomy* to decide when and how long they work.

Recently published research by Heejung Chung and Yvonne Lott followed workers in Germany. They wanted to see what happened to the amount of overtime that workers did once they started having more control over their working hours. They found that the tendency for workers in Germany to work more when given greater autonomy held true even when they considered other factors that cause people to work longer, including their position in the company and type of job. This increase in working hours was the greatest when workers had full autonomy to choose them. These findings also match with similar research on UK workers. They found that the more control people have over their working hours the more likely they are to increase the length of time they work.

There are several reasons behind this pattern. One could be explained through the *gift exchange theory*. That is, people treat the freedom given to them by their employer as a 'gift,' which they reward with harder work, as well as seeking to show that they can be trusted with the gift of autonomy.

Another reason may be due to the way in which autonomy is given to people. In most companies that give workers autonomy, income is

determined by how well workers perform their tasks, not the number of hours they work. This may motivate them to work harder and create stronger competition among workers. But task-based work also enables employers to increase workloads without having to worry about breaking labor laws that limit the maximum number of hours a worker can work. As the number of working hours increases, this may also negatively affect leisure or family life, especially for workers who tend to prioritize their work. This is why the busiest people experience an *autonomy paradox* where freedom over work ends up making them work too hard.

Autonomy, however, does not have to be all bad. The researchers found that workers with more autonomy earned more.

The researchers also discovered important differences between men and women. Women who work part-time do not work as many overtime hours as full-time male workers do when working flexibly. This is most likely because women who work part-time usually do so because of family demands, so there is a limit to how long they can work. But full-time working women do as many overtime hours as men working flexibly, even when they are mothers. And yet, women did not get the same rewards in terms of pay.

Greater flexibility and autonomy over work sound great — and could be a sign of a new era of better work-life balance. But so far much of the evidence points to the opposite. Existing labor laws protect workers from bad employers, but perhaps what is now needed are laws to protect workers from themselves.

*autonomy 自らの意思でコントロールすること。

問 1 Which of the following describes the UK workplace?

- a. Employers do not offer their workers any choice of which hours to work.
- b. About 15% of workers commute to work daily but most prefer to work from home.
- c. Many employers let workers make use of *flexitime* but few actually do.
- d. Approximately 30% of workers have a choice in the hours they can work.

問 2 Which of the following statements is true of EU workers?

- a. Over half are allowed to work from home.
- b. Less than half can choose when to start and stop working.
- c. More than a quarter of workers do overtime occasionally.
- d. Few consider ways to improve their work-life balance.

問 3 What did Chung and Lott's research on German workers show?

- a. Being able to choose their own working hours did not significantly affect the length of overtime.
- b. German workers tended to spend more time doing overtime when they could choose their own hours.
- c. The German studies revealed few similarities with other countries, making international comparisons difficult.
- d. The type of job had a slight influence on German workers' choice to work longer hours.

問 4 How does *gift exchange theory* influence workers' behavior?

- a. They are discouraged from trying to impress their employer in order to gain his/her trust.
- b. They repay their employer for letting them take vacations by giving him/her a present.
- c. Their performance worsens since they do not expect any future rewards from their employer.
- d. They work harder to thank their employers for allowing them to choose their own working hours.

問 5 What negative effect occurred when workers were allowed to choose their own working hours?

- a. Worker motivation declined due to longer overtime hours.
- b. Companies saw no improvements in worker performance.
- c. Workers tended to sacrifice family life by working longer.
- d. Companies had to lower worker salaries and increase overtime.

問 6 According to the passage, which of the statements about flexibility is false?

- a. Labor laws are not strong enough to fully protect workers with flexible hours from overwork.
- b. It is easier for companies with task-based performance and flexible hours to take advantage of workers.
- c. Salaries were shown to be higher in companies that provided workers with flexible hours.
- d. Having greater autonomy is unlikely to have any effect on worker earnings.

問7 According to the research, which characteristic is true regarding working hours for men and women?

- a. Full-time men workers with flexible hours did less overtime work than women who worked part time.
- b. Full-time women workers did not work overtime in order to take care of their families.
- c. Full-time women and men workers with flexible hours did about the same amount of overtime work.
- d. Full-time men workers worked longer hours than women to realize their career goals.

問8 Which of the following statements can be supported by the research findings?

- a. Men had fewer opportunities than women to leave work early to look after their families.
- b. Some women who worked as many overtime hours as men received a lower salary.
- c. Women wanted to have a full-time job but were generally offered part-time work instead.
- d. *Flexitime* benefited men and women equally, and it did not cause them to work overtime.

問9 According to the researchers' findings, how did having more freedom affect working patterns?

- a. Those who decided their own work schedules worked more than those with no freedom to decide.
- b. Those who did not decide their own work schedules worked more than those with no freedom to decide.
- c. The work-life balance did not improve due to increased competition among workers to take longer holidays.
- d. Most decided to work from home in order to have more time to spend with family members.

問10 Which of the following is the most suitable title for this passage?

- a. Flexible working is making people work longer
- b. Autonomy is key to improving corporate performance
- c. A better work-life balance promotes job satisfaction
- d. The benefits of flexibility far outweigh the costs



